**Functional Skills - Maths**

**Maths Key foci:**

***SS2*** *Able to recognise some familiar representations of numbers e.g. dice patterns.*

***SS3*** *Finds one more or less from a group of five objects*

***BG1*** *Know the number that is one more or one less that any given number to 10 then 20*

***BG2*** *Automatically recognise pictorial representation of numbers 0-10*

**Semiformal activities**:

1) Making one-to-one correspondences, e.g. giving each dolly a cup. 2) Touching objects when counting. 3) Props to act out counting songs and rhymes. 4) Daily rote counting 6) Dice games e.g. roll and build 7) Number/dice/board games e.g. snakes and ladders 8) Attach objects onto a number line to show one to one correspondence. 9) Number stories/songs 10) Counting in practical contexts e.g. counting out snacks. 11) Washing line activities

**M1** *Given a number, identify one more & one less*

**M2** *Use place value and number facts to solve problems*

**Formal activities**:

1) Make a quantity; sweets in a bowl, bricks in a tower. Make one less and one more than your quantity. 2) Count and compare quantities with a peer (who has one more/less) 3) Patterns on a hundred square – use a view finder which covers the number either side. 4) Missing number activity cards 5) Complete mastery challenge cards for one more/one less. 6) Use dienes/ten sticks and ones to create numbers 7) Create part-whole models to partition numbers into tens and ones 8) Complete place value challenge cards

**Multiply and Divide –**

***SS2*** *Know that a group of things changes in quantity when something is added or taken away.*

***SS3*** *Finds the total number of items in two groups up to 5 by counting all of them.*

***BG1*** *Group and share up to 6 objects in practical situations*

***BG2*** *Introduce language such as ‘lots of’, ‘groups of’ and sets of’*

**Semiformal activities**:

1) Breaking/opening things into parts and sharing them out 2) Sharing out items e.g. toys, tea sets, spoons 3) Creating equal groups of objects 4) Cutting things in two and sticking them back together 5) Collecting hearts/Easter eggs and sharing them out 6) Kung Fu maths actions for each symbol 7) Sharing out/drawing e.g. 12 dots onto 2 ladybugs, 15 fish into 3 bowls

**M1** *Solve one-step problems involving multiplication & division, by calculating the answer using concrete objects, pictorial representations & arrays with the support of the teacher*

**M2** *Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs*

**Formal activities**

1) Create equal groups and practice repeated addition (write matching calculations) 2) Make arrays using hole punches, smarties, sticky dots etc. 3) Multiply ‘around the clock’ with the multiplicand in the centre and answers around the outside 4) Code breaker games with multiplications/divisions to solve 5) Dice roll 2 numbers and multiply them by each other

**Fractions –**

***SS2*** *Use familiar objects and common shapes to create and recreate patterns and build models.*

***SS3*** *Break/ share things into two or more parts*

***BG1*** *Join in simple practical sharing activities*

***BG2*** *Demonstrate an understanding of ‘fair sharing’*

**Semiformal activities**

1) Match the two halves of objects together e.g. Velcro foods, laminate pictures, puzzle pieces. 2) Make and cut cakes/sandwiches 3) Draw a pizza on a paper plate and cut it up/put it back together 4) Build towers to show fractions e.g. 2 blues and 2 yellows = half blue/yellow or 1 red and 3 greens = ¼ are red 5) In games, share out; cards, counters, pieces, blocks, balls etc 6) Complete craft activities with limited resources – encourage learners to decide a fair way to share

**M1** *Recognise, find & name a half as one of two equal parts of an object, shape or quantity*

**M2** *Write simple fractions for example, ½ of 6 = 3 and recognise the equivalence of 2/4 and ½*

*(****M2*** *Recognise, find, name and write fractions 1/3, ¼, 2/4, ¾ of a length, shape, set of objects or quantity)*

**Formal activities**

1) Recognising equal parts ‘Is it equal?’ 2) Colour in ½, ¼, ¾ of a shape 3) Split objects, foods, pictures in two equal parts, describing each as ‘half’ 4) Match the written fractions to the correct image 5) Measure lengths and half them e.g. cutting lengths of ribbon to wrap presents 6) Make a fraction; wall, flip book, sequence

**Functional Skills – Literacy**

**Key Texts:** Old Bear, Thread Bear

**Reading: Key foci:** Individual Phonics Targets following Phase One Letters and Sounds / Pre formal phonics skills/ Read Write Inc Sequence of teaching

**Semi-formal Pathway -**

**SS2 - Begin to show curiosity/enjoyment about content at a simple level e.g. indicate a favourite character or event**

**SS3 - Respond to a story with some comprehension e.g. show me how the giant walks, what noise does the lion make?**

**BG1 - Act out/ describe events in stories**

Regularly include rhyming books as part of the daily book sharing session.

Make sure that singing and rhyming activities are part of the daily routine in a small-group time and that extracts are repeated incidentally as events occur (e.g. It’s raining, it’s pouring as the learners get ready to go outdoors in wet weather).

Use symbolised visual timetables Use personalised books as a hook in, for students who are primarily motivated by their interests.

Letters and Sounds Activities –Phase One Aspect 1 General sound discrimination – environmental, Go on regular environmental walks and encourage time to listen and respond. Contrast sounds by playing different sounds close together. Avoid playing similar sounds together. Use closed questions to structure language before using open questions. Minimise visual clutter and reduce movement whenever possible to enhance focus.

Letters and Sounds Activities –Phase One Aspect 4 Rhythm and Rhyme Tuning into sounds: Small world play, Word play during class games / i.e. parachute

Explore items and props from story during access to sensory story and drama activities

Act out key events from story using props from the story and engage in role play with adult modelling

Regularly repeat story to build growing familiarity with key events and build on attentive listening skills and comprehension

**Formal Pathway**

**M1** -

Provide story boards and props which support learners to talk about a story’s characters and sequence of events.

Sequence three key events in story. Join in with retelling of story through drama activities and repeated phrases/words. Use of symbol to describe how characters are feeling. Create simple character profiles. Answer simple comprehension questions either verbally and adults scribe answers, using symbols or support to write key words

**Communication boards, books, aids that are regularly updated to enable learner to access appropriate simple naming symbols / words. Symbols faded / removed as learner recognises whole words.**

**Writing: Key foci:** Read Write Inc Phonics programme – follow teaching sequence as laid out in handbooks. Refer any queries to the Phonics lead.

**SS1**- Use gross motor skills, create lines and circles and/or in sensory play draws lines, circular shapes and patterns *[e.g. using foam, sand, ribbons in the air].* ***SS2*** *-* Demonstrate increasing control of writing tools, so that: – marks and symbols resemble letter-like shapes – they can form closed shapes.SS3 - Produce more recognisable letters **BG1** - Write some familiar letters with increasingly accurate letter formation **BG2** - Position written letters correctly using guide lines

**Semi-formal Pathway -** Provide “Write Dance” –https://study.sagepub.com/oussoren3e (The programme uses music and movement to introduce handwriting to learners. Write Dance movements are designed to help learners feel happy and comfortable with their bodies, improve their motor skills and providing a foundation for writing).

Provide cross-curricular opportunities to develop fine-motor skills. Use of colourful semantics linked to story texts or photos of class based activities to caption. Write down things learners say to support their developing understanding that what they say can be written down and then read and understood by someone else – captioning pictures from events in the story. Provide role play opportunities for talking about pictures and symbols, using key words e.g. shopping, tuff tray linked to story matching symbols to objects. Create class routines to feedback about their tasks they have completed (using voices, signing, switch, communication book, E-tran frame.

**M2** -

**Formal Pathway -** Model writing for a purpose, e.g. a toy shopping list, letter to Old Bear, labelling key words/captioning images from the book. Model writing poems and short stories, writing down ideas suggested by the children, explore with changing features of the story to create own version, using symbols or images. Provide activities during which children will experiment with writing; include opportunities for writing during role-play and other activities – create a toy shop and get students to write toy labels, prices, receipts, toy shopping lists.

**Children will use a range of alternative pencils to access these activities including: Symbols, objects of reference, pictures, magnetic letters, colourful semantic resources, typing.**

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**Communication**

**Semi-formal Pathway CAL Level 8 Listening and Attention:** Will choose an activity and may concentrate on it intensely for a short period.

**Suggested activities:** Intensive Interaction, Musical Interaction, Communication Aids e.g. Big Mack, Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference, Language Activities E.g. Call and Response, Sensory Stories, individualised Sensory Environment (ISE)

**Formal Pathway CAL Level 12 Listening and Attention:** Can concentrate for short amounts of time when listening during simple conversations.

**Suggested activities:** Plan regular short periods when individuals listen to others, such as sharing an experience or describing something they have seen ordone.

**Individual AAC focused work.**

**Knowledge and Understanding of the World**

**History: Changes within living history**

**SS1: Begin to communicate about activities and events in the past in response to personal items from their own early childhood**

**SS2: Recognise some obvious distinctions between the past and the present in their own lives and communicate about these.**

**SS3: Indicate if personal events and objects belong in the past or present**

Suggested activities:

**SS1:** Explore selection of baby, child and adult items. Explore a variety of modern day toys and toys from the past, use communication boards to support students to express which they like. Ask students to bring in their own toys or toys from their childhood and explore which they would play with now and which when they were a baby. Reinforce correct answer by saying you used to play with that etc. when you were a baby. Get the learners to sort the items into what they think should go into baby box, child box, and adult box. Talk through as a group activity the objects in each of the box’s to see if they are correct. Short historical stories for children for example Robin Hood, or the Three Musketeers. Stories will help children to learn about a specific time and place. Use props, role play. Get the learners to retell the story as a group playing their chosen role.

**SS2:** Choose a number of recently filmed events or photographs. Film or take pictures of a class role-play. Learners to be encouraged to observe their actions and actions of others. Asking questions did that happen yesterday or today or a long time ago. What can they see, what did they say? Look at pictures of school trips. Ask did the trip happen today or in the past? What did you do on the school trip? Did it make you feel happy or sad? Write a short story about the school trip or school event. Leave some information out and see if the learner is able to name a person or a place. Get parents to send in some holiday pictures of a past holiday or family event/birthday. Can they name anyone in the photographs? What class did they used to be in. Where was their class? What was it called? Who was in their class. Do they look different now?

**SS3:** Photographs, symbols, videos and objects of reference. Sorting activities of objects including toys of into the ‘past and ‘now’. Create a time machine experiences in which students choose an item and travel through a tunnel and place items in corresponding hoop to table labelled ‘past/present’ or ‘new/old’. Allow students lots of opportunities to explore moderns toys and toys from the past as well as their own items from when they were a baby compared to now they are a child. Students could ‘dig’ out some old/new money, or symbols/laminated pictures of old toys from trays filled with soil, sand or shaving foam.

**M2 -** Can recognize their own lives are different from the lives of people in the past.

Sorting activities using real life modern day objects and artefacts into group of past and present with hoops and symbols.

Explore artefacts or items used in times linked to topic work, alongside the equivalent modern day item. Students encouraged to physically explore these objects and discussion around how they are similar/different.

Create a news show where children record themselves talking about old artefacts and presenting them on screen.

Create a toy time capsules linked to the period of time being taught.

**Geography – geographical skills and field work – where do toys come from**

**SS1: Start to sort and classify objects in terms of simple features or properties**

**SS2: Understand the differences between the physical/natural and human/made features of places**

**SS3: Recognise the physical/natural and human / made features of places**

Suggested activities:

* **SS1:** Engage in sorting activities according to a specific characteristic e.g. sort soft toys and hard toys in different boxes, sort cars and airplanes in different boxes. Use real toys or photographs and symbols of toys.
* **SS2 & SS3:** Explore manmade versus natural toys and how you can play with them (e.g. collect leaves and throw them in the air, make lines and shapes using twigs, throw pebbles in puddles, interact with plastic toys such as mechanical toys and small world toys). Watch videos and pictures of physical/natural and human/made features of places. Walk around the school (classroom, playground and school garden) and explore natural and manmade objects (plastic objects, versus leaves, twigs, pebbles, soil). Use descriptive language to describe differences (colour, shape, texture, smell). Collect objects or use pictures of places and sort them into natural/manmade.
* Explore toys from different countries and locate them on the map.
* **SS3:** Make a colourful box and place a selection of manmade and natural objects or pictures of places inside. Let the learner place their hand inside the box ensuring that they cannot see what they are selecting, then get the learner to place it in the correct section labelled natural and manmade. Ask the learner why they think it is natural/manmade.
* Go for a toy hunt. Use different places and areas (natural or manmade) to hide the toys.

**M1: Recognises and makes observations about physical and human features of localities.**

Suggested activities:

* Students to go on trips/walks and be supported by adults to recognise and observe different features.

Students to record their findings through the use of photographs/video.

Follow up activity of sorting photos and videos when back in class, concentrating on talking about features and observations.

Use symbols to match to the images which would describe their features.

Create a map of locality placing different features around the school playground/local area e.g. where the trees, buildings, pathways are. Discussing which are human and which physical.

Watch nature/geographical programmes/video clips about different locations and create a mood board linked to each location reflecting the physical/human features.

* Explore toys from different countries and locate them on the map.

**Knowledge and Understanding of the World**

**R.E – Easter/Life of Christ**

**SS1: Listen to, and begin to respond to, familiar religious stories, poems and music, and make their own contribution to celebrations and festivals**

**SS2: Find out about aspects of religion through stories, music or drama, answer questions and communicate their responses**

**SS3: Answer simple questions about historical stories and artefacts**

Suggested activities:

* Attend, act out, retell and answer questions related to the story of Easter and the life of Christ supported by visual aids. Use relevant props and costumes.
* Come into contact, recognise, sign and name symbols, pictures and artefacts related to Easter. Play quiz and matching games. Use switches and AAC.
* Recognise what materials are needed to plant an Easter-garden (eg. seeds or biscuits?), take care of your garden and watch your plants grow.
* Celebrate Shrove Tuesday. Recognise the ingredients needed to make a pancake. Set up the dinner table and serve your friends.
* Make an Easter bonnet. Make choices and express preferences.
* Read ‘The Very Hungry Caterpillar’ by Eric Carlisle. Watch some chrysalis’ hatch into butterflies and learn about the cycle of a butterfly.
* Visit a local park, explore the nature in spring (e.g. are there leaves on the trees or are they fallen on the ground? What colour are the leaves?)
* Make Easter eggs. Explore and mix colours. Identify how to make green out of blue and yellow.
* Go for an Easter Egg and bunny hunt. Check who has collected more eggs or count them.

**M1: Name and talk about at least one festival.**

Suggested activities

* Attend an animated story about the story of Easter and the life of Jesus. Act out the story, retell the story and engage in story sequencing and reading comprehension activities. Use AAC where needed.
* Explore key artefacts and symbols of the Christian faith (candles, cross, rosary, icons). Visit a local church or turn the classroom into a church. Discuss the symbolic meaning of artefacts. Encourage the learners to name the learnt artefacts and symbols by using words, symbols, Makaton, switches and AAC. Extend learning by playing quiz and matching games. Create photo books of the artefacts and symbols that have been studied.
* Plant an Easter-garden and talk about the life cycle of a plant.
* Celebrate Shrove Tuesday. Follow written or verbal instructions to make a pancake.
* Make an Easter bonnet and offer it to a special friend.
* Follow written or verbal instructions to make Easter eggs. Decorate a Paschal candle
* Organise an Easter egg or bunny hunt.

**Knowledge and Understanding of the World**

**Science: Everyday Materials**

***SS1*** *Match objects and materials in terms of single features or properties*

***SS2*** *Sorts materials according to a single criterion when the contrast is obvious.*

***SS3*** *Describe an object they are familiar with giving several properties*

**BG1 -** Group and classify items using own agenda

**M2** - Begin to refer to observations to support answers to questions

Sort and matching by key features eg. colour ball pit balls and blocks putting all blue the in the blue box

explore range of toys and begin to sort by further features – soft/hard, bendy/rigid, smooth/bumpy

take part in float or sink investigation and sort.

Make shaker instruments using kitchen rolls of pots. Students to choose a variety of things to place inside – pasta, rice, coins, match sounds that are the same or guess the material inside.

Does it roll/or does it stack investigation using a range of toys, balls, blocks and sorting/matching to symbols.

Provide range of toys made of two different materials and ask students to sort. Discuss features and choose describing words to label picture of toys using key words/symbol to describe.

Provide toys from one set of materials and ask students to find items of that material in class room/match material in tuff tray of objects provided

Go for a walk out side with material samples and see if you can spot/match materials to outdoor items e.g. wooden bench, plastic toys, metal swing and take photos. Label photos/match description key word symbols to items.

**ICT**

ICT Programming precise and unambiguous instructions.

***SS1*** *Make connections between control devices and information on screen*

***SS2*** *Respond to simple instructions to control a device* ***SS2*** *Operate some devices independently*

***SS3*** *Learners* *communicate about their use of ICT*

**Suggested activities:**

1) Explore cause and effect through simple tasks e.g. I press the button and it makes a sounds

2) Extend to movement e.g. I press the forward arrow/go button and it moves forwards

3) Use the iPad Beebot app/Bebbot devices to explore inputting instructions and observing what the Beebot does

4) Create intentional instructions to make a Beebot follow a given path

5) Plan your own pathway and programme directions into the Beebot/app to replicate your planned route

6) Create a class map and plan routes around the room for the Beebot to follow

7) Dictate/write instructions for the Beebot, explaining where it starts and ends its journey and how it was made to travel the correct path